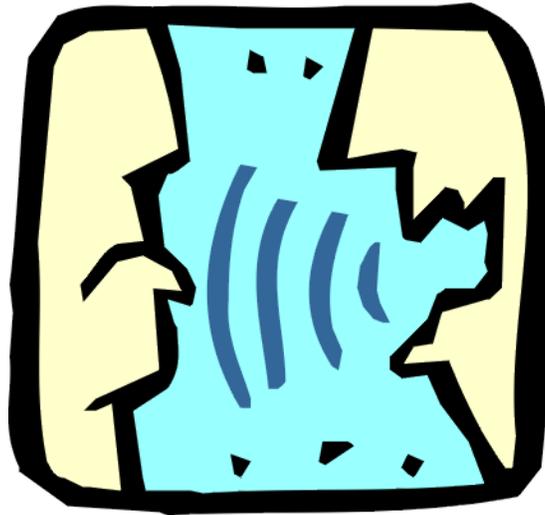


“TAKE THIS JOB AND SHOVE IT” —IS NOT GOOD ADVICE



**COMPETENCY
CATEGORY:** Job Survival

**COMPETENCY
NUMBER:** C.20

COMPETENCY: Appropriately resign from a job.

OBJECTIVE: Upon completion of this module, students will be able to appropriately resign from a job.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity C.20-1 • Tape recorder and blank cassette tapes (one/each pair of students)			13
Learning Activity C.20-2 • Tape recorder and blank cassette tapes (one/each pair of students)			14
Learning Activity C.20-3 • Tape recorder and blank cassette tapes (one/each pair of students)			15
Learning Activity C.20-4 • Copies of sample letters of resignation from this module • Personal letterhead from Module B.9— Develop a letter of application • Business size envelopes • Computers with word processing software, one/each pair of students			16
Learning Activity C.20-5 • Work Sheet—“Journal Writing”			17 18
Learning Activity C.20-6 • Types of Support Linkages • Community Resources • Service Activity Action Plan			19 20 21 22
Reading Activity C.20 • “Remember Me?”			24 25
Math Activity C.20 • Work Sheet—“Fun with Percentages”			31 32
Pre-Assessment/Post-Assessment			34
Answer Key—Pre-Assessment/Post-Assessment			35
Answer Key—Reading Activity			36
Answer Key—Math Activity			38

INTRODUCTION

- State module topic and review module objective.
- Read the following letter to your students:

THE WHITE HOUSE
WASHINGTON, DC

August 9, 1974

Dear Mr. Secretary:

I hereby resign the Office of President of the United States.

Sincerely,

Richard Nixon

The Honorable Henry A. Kissenger
The Secretary of State
Washington, DC 20520

- Resigning, “with class,” from a job is never easy.
- Some employers and co-workers take **your** resigning personally.
- Many of the modules in the JAG curriculum have focused on getting and keeping a job.
- From time to time, as you advance in your chosen career you will resign from your current position to move on to a better position. This is the focus of this module – “Take This Job and Shove It” – Is **Not** Good Advice.

Administer Pre-Assessment

OUTLINE

- A. How to resign from your current job.
1. First impressions may be important, but your last few weeks in a position are what really shape employers' and co-workers' opinions of you.
 2. When you decide to quit your job, for whatever reason, remember to handle the situation tactfully. Here are some points to consider when getting ready to leave a job.
 3. Just telling your boss you are quitting is insufficient. You need to put it in writing and hand-deliver it or send it through electronic mail on the day that you reveal your plans.
 4. Before you submit your resignation, you must be clearly committed to leaving.
 5. Have you already pursued all avenues for advancement within your firm?
 6. Keep resignations short, simple and positive.
 7. Leave your employer on a positive note.
 8. After all, you have just won an opportunity to advance in your career for which you owe your employer sincere thanks.
 9. Thank your colleagues, for their help in preparing you to move onward and upward.
 10. When you resign, keep your conversations simple and concise. Avoid a lengthy discussion about your new opportunity with your old employer.

11. Do not justify your personal goals or your decision to leave. If you feel you may be faced with a hostile environment, resign at the end of the day.
12. Resigning orally may place you in the compromising position of having to explain your decision on the spot.
13. Words are very powerful. Choose your words with care. Your boss may want to probe for factors that led to your decision. You may be asked who or what is the reason for your leaving, or may be invited to offer suggestions to help make the organization more effective.
14. Answer candidly, do not fall for this trap! Remember, your “interrogator” is still your boss. Whatever you say will be viewed as biased – and may eventually be used against you.
15. Offer sincere praise for your employer and those with whom you worked. Prepare yourself beforehand by focusing on several positive aspects of your workplace, and mention them liberally when the opportunity arises.

For example: “I need to discuss something with you if you have a moment. I’ve been made an offer by _____, and I’ve decided to accept it. I have given this opportunity a lot of thought. As much as I’d like to stay with this company, we feel the new opportunity is in my best long-term interest.”

“I sincerely appreciate all you have done for me. I don’t think I would have been presented this exceptional opportunity if not for knowledge and skills I have learned here. I want to thank you. I hope I can leave with your good wishes.”

COMPLETE LEARNING ACTIVITY C.20-1
“I QUIT!”

16. As a follow-up (or at the same time you present your oral resignation) a written letter of resignation should be submitted. (More on this in Section D.)
17. A written resignation gives you the time to effectively prepare what you wish to communicate, and gives you greater control over your delivery of the message.
18. Leave on the right note. Before leaving, take time to speak with each of your supervisors, peers, and others with whom you have worked.
19. Clear up any unfinished projects.
20. Be sensitive to others’ reactions and keep your conversations positive and constructive. Some people may naturally express their own discontentment, and may egg you on to agree with them.
21. Express your appreciation and tell your colleagues you’ll miss them.
22. Keep in mind that it is professional courtesy to give your employer ample notice to help them prepare for your departure – typically, 2 weeks.
23. Sometimes an employer will accept your resignation and ask you to leave immediately.
24. The employer may be concerned that others will be influenced to follow.

(Source: Soft Search)

B. What should you do if they give you a counter offer or try to talk you out of leaving?

1. It is a natural instinct to resist change and avoid disruption, and your present employer will be no exception.
2. If you're doing a good job, he/she will want to keep you and will attempt to do so.
3. Even though you have accepted a new job elsewhere, he/she will try to convince you that you have made a mistake.
4. If you have researched your new job well, then it is probably best **not** to change your mind about leaving.
5. They will offer to right the wrongs; to make the changes you think are necessary.
6. Such changes almost never work. Whatever it is that made you want to leave will most likely not change; furthermore, as soon as you give your notice, and accept a counter offer, you are never looked at the same by either management or co-workers.
7. Someone who resigns and is talked into staying lasts less than a year in 90% of the cases.
8. Once you've made up your mind, stick to it.

COMPLETE LEARNING ACTIVITY C.20-2
"PLEASE STAY!"

C. The exit interview.

1. Some places of employment will ask you to schedule an exit interview.
2. Be certain to schedule yours if requested.

3. At the exit interview closeout paper work must be completed, keys and uniforms must be returned and a forwarding address can be supplied for your final paycheck.
4. Be certain to use your exit interview wisely. Once again, you will likely be asked to comment on your job, avoid making personal attacks on your supervisor or other employees; instead, offer only constructive criticism.
5. An easy evaluation pattern to follow is “good-bad-good.”
6. Begin by telling your interviewer what you liked about the job. Then discuss any problems briefly. End with a positive statement about the position or maybe about your co-workers.
7. Remember that when you quit a job, you want to leave a good impression.
8. If you handle yourself professionally and courteously after announcing your resignation, people will remember you as someone they enjoyed having as a co-worker. After all, you never know when you may need a recommendation for your next job!

COMPLETE LEARNING ACTIVITY C.20-3
“THE EXIT INTERVIEW”

D. Letter of Resignation

1. Before resigning you should have a written commitment from your new employer.
2. If pre-employment examinations are required it is suggested that you wait for the results.
3. Prepare a simple letter that clearly states your resignation in a positive way.
4. It’s a business letter, not a personal letter.

5. It's not wise to use it as a soapbox.
6. Its sole purpose is to document dates of resignation and notice.
 - a. Example

Dear:

"I want to thank you for all you have done for me here at (company). It's been a pleasure working with you, and representing the company as your (job title)."

"I have accepted an offer with another company and have decided to submit my resignation as of today. This decision has nothing to do with the exceptional opportunity you have provided for me here. You and the company have been more than fair with me, and I genuinely appreciate all your support."

"I wish (company) continued success, and I want to thank you for allowing me to be a part of your team."

Sincerely,

(Source: Soft Search)

- b. Example

Dear (Manager),

I hereby resign my position with (name of company) effective (last date of employment).

I appreciate the opportunity that has been afforded me in this position. I have enjoyed my work and wish both you and the company well in the future.

I have given this matter serious consideration over a long period of time and my decision is final and irrevocable.

I will make every effort to leave on the best of terms by completing my assignments and making a smooth transition for those who will take over my current responsibilities.

Sincerely,

(Your Signature)

cc: (Human Resources Manager)

(Source: Fortune Personnel Consultants)

c. Example

Dear (Manager),

I am writing to announce that I have decided to resign my employment from (company) effective (last date of employment). I greatly appreciate the opportunity that (company) has given me to exercise my skills and develop my career.

My decision is final and irrevocable. I will make every effort to leave on the best of terms by completing my assignments and making smooth transitions for those whom will take over my current responsibilities.

Sincerely,

(Your Signature)

cc: (Human Resources Manager)

(Source: Fortune Personnel Consultants)

COMPLETE LEARNING ACTIVITY C.20-4

“WRITING A LETTER OF RESIGNATION”

**COMPLETE LEARNING ACTIVITY C.20-5
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY C.20-6
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY C.20
“REMEMBER ME?”**

**COMPLETE MATH ACTIVITY C.20
“FUN WITH PERCENTAGES”**

Administer Post-Assessment

LEARNING ACTIVITY C.20-1
“I QUIT!”

OBJECTIVE: To demonstrate the appropriate technique for resigning orally from a job

RESOURCES: • Tape recorder and blank cassette tapes, one/each pair of students

SUGGESTED TIME: 1½ hours

DIRECTIONS:

1. Assign students to groups of 2.
2. Have each student write out 3 different approaches to resigning from a job orally.
3. Have student practice their presenting their resignation orally. Stress to your student that they are not to “read” their presentations but are to give them “naturally.”
4. Once students have practiced their presentations, have them tape their best presentation.

***Note:** To make this a realistic simulation, encourage the student partners to ask questions, .i.e.: Why are you leaving? Are you dissatisfied with your job? Your supervisor? What suggestions for improvement would you offer?, etc.*

5. Play back the cassette tapes with the class and critique resignations.

LEARNING ACTIVITY C.20-2
“PLEASE STAY!”

OBJECTIVE: To demonstrate the appropriate technique for handling a counter offer

RESOURCES: • Tape recorder and blank cassette tapes, one/each pair of students

SUGGESTED TIME: 1½ hours

DIRECTIONS:

1. Assign students to groups of 2.
2. Have each student write out 3 different approaches to handling a counter offer.
3. Have student practice their presenting their counter offer orally. Stress to your student that they are not to “read” their presentations but are to give them “naturally.”
4. Once students have practiced their presentations, have them tape their best presentation.

***Note:** To make this a realistic simulation, encourage the student partners to ask questions, i.e.: Can I talk you out of this action? What can I do to change your decision? Would you stay if I gave you a promotion? More money?, etc.*

5. Play back the cassette tapes with the class and critique counter offers.

LEARNING ACTIVITY C.20-3
“THE EXIT INTERVIEW”

OBJECTIVE: To demonstrate the appropriate behavior at an exit interview

RESOURCES: • Tape recorder and blank cassette tapes, one/each pair of students

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of 2.
2. Have each student write out a series of exit interview questions they would ask an employee who has resigned from a job.

***Note:** You may need to review some of the types of questions in the module or help your student’s formulate questions for this activity.*

3. Have students practice their exit interview skills with their partner.
4. Once students have practiced their skills, have them tape record their best interview.

***Note:** As an alternative, you could use the student questions to conduct the exit interviews. Record these interviews and play them back to the class. Resist critiquing the student’s exit interview during the actual interview.*

***Note:** Stress the importance of non-verbal (body language) behavior during the exit interview. See Module B.13 – Complete a Job Interview for more information.*

LEARNING ACTIVITY C.20-4
“WRITING A LETTER OF RESIGNATION”

OBJECTIVE: To write a letter of resignation

RESOURCES:

- Copies of sample letters of resignation from this module
- Personal letterhead from Module B.9 – Develop a letter of application.
- Business size envelopes.
- Computers with word processing software, one/each pair of students.

SUGGESTED TIME: 1½ hours

DIRECTIONS:

1. Have student’s draft a letter of resignation using the samples provided.
2. Have students print a copy of their letter.
3. Critique each student’s letter.
4. Don’t forget to also examine the envelopes.

LEARNING ACTIVITY C.20-5
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY C.20-5
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY C.20-6
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity C.20-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage that could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources that could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan.”

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY C.20
“REMEMBER ME?”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity C.20

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity C.20 and distribute to each student.
2. Have students read “Remember Me?”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“REMEMBER ME?”

When I came in, the girl at the front desk waved and motioned for me to come back here to Mr. Todd’s office. She knew I was here to get my old job back.

You see, I used to work here at the Motor Inn in Beaver Falls. I was a busboy – “gofer” is more like it. They gave me the worst chores in the place. That was one of the reasons I left here to begin with. Another reason was the pocket change – and I don’t mean rotten tips. I’m talking about my *paycheck* every week. Really, a 28 hour week and only \$7.85 an hour? My daily expenses came to more than that, and I was trying to build up my savings account.

I would still only have \$300 saved if I hadn’t found a construction job right after I quit here. Some friends of my older brother had a small remodeling business, and they needed a runner. I was able to save \$550 in only 3 months, September through November. And the work wasn’t that rough. But then, when it started getting cold, they laid me off.

Now I’m back here, sitting in Mr. Todd’s office, waiting for him to see me. I hope he still isn’t steamed about me quitting. I had a good reason for leaving. Anybody would have quit here. And the chance of breaking into the construction trade seemed like my best shot. So, I finished on Saturday night and told the girl at the front desk to tell Mr. Todd I was quitting.

It sure makes me nervous that I have to ask him for my job back. She said that he acted tough with all the other employees for a while because the waitresses all had to bus their own tables. They think they’re too good for that, so Mr. Todd came in and started doing it himself. Everybody ended up arguing, but they got over it, I’m sure.

Well, it’s been fifteen minutes since she told me to wait in his office. Maybe he wants to make me sweat. He probably remembers the whole incident and wants me to feel sorry.

Okay, I'm sorry. I know I should have given him a notice that I was leaving. I just want to get through with this interview. He'll take me back because he knows I was one of the best, whether I worked the day shift or at night. Oh, here he comes – straighten my tie, smile.

“Hi, Mr. Todd, remember me, Larry Green?”

Do you think Larry will get his old job back? Why or why not?

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Larry quit his job at the Motor Inn because he
 - a. _____ wanted to make more money.
 - b. _____ had a fight with Mr. Todd.
 - c. _____ decided to go back to school.

2. When he worked at the Motor Inn, Larry
 - a. _____ he was a “Gofer”.
 - b. _____ cleaned rooms.
 - c. _____ was doing construction work.

3. Mr. Todd may not hire Larry back because
 - a. _____ he doesn’t need anyone right now.
 - b. _____ Larry quit without giving notice.
 - c. _____ he doesn’t like Larry.

PART II

DIRECTIONS: Draw lines to match the words with their meanings.

employee	worker
employer	quit work
resign	boss

PART III

DIRECTIONS: Fill in the blanks to complete the paragraphs below.

Larry went back to the Motor Inn in Beaver Falls. He went to see _____ he could get his _____ job back. He used _____ work there as a _____. He had to do _____ sorts of chores. He _____ paid only \$4.85 an _____.

Larry wanted to make _____ money than that. He _____ his job at the _____ Inn. This would have _____ OK. But he didn't _____ his boss he was _____. He just left. For a _____ the boss didn't _____ enough people. He had to _____ the waitresses himself.

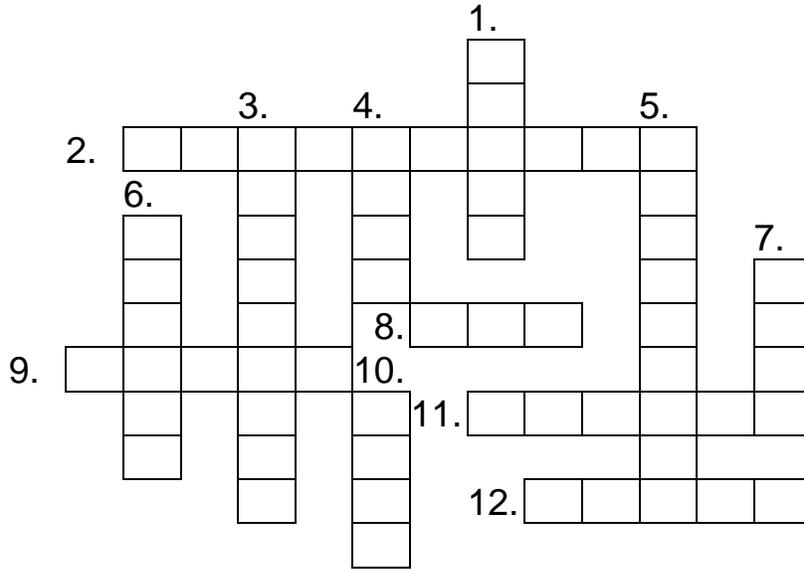
Larry _____ a construction job. He _____ more money and was _____ to put a lot into _____ savings account. But when _____ weather came, he got _____ off. He went back to _____ if Mr. Todd would _____ him back. Larry was afraid Mr. Todd would still be mad about the way he quit his job.

PART IV

DIRECTIONS: Decide which of the words finishes the sentence. Then put that word in the puzzle below.

think	supervisor	pay period
change	real	job
weeks	school	sorry
good	like	reference

- a. One reason you may want to quit your job is if you get a better (8).
- b. Or you may decide to go to (6) in another town.
- c. Sometimes you try to (7) a job but, as hard as you try, you still are unhappy there.
- d. When you feel you must quit, be sure to tell your (2) first.
- e. Give a reason why you are quitting. Make sure it is the (4) reason. Be honest.
- f. You should let your supervisor know you are quitting at least one (3) in advance.
- g. That might be 2 (12) before you actually quit.
- h. When you leave a job, you want the boss to feel (10) about you.
- i. If you quit a job when something bad happens, you may be (9) later.
- j. You might want this boss to be a (5) for you when you apply for another job.
- k. It is better to (1) about a situation for 1 or 2 days before you tell your supervisor anything.
- l. You might (11) your mind.



(Source: Illinois State Board of Education)

MATH ACTIVITY C.20
“FUN WITH PERCENTAGES”

OBJECTIVE: To practice percentages

RESOURCES: Work Sheet—Math Activity C.20

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity C.20 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY C.20
“FUN WITH PERCENTAGES”
WORK SHEET

Directions: Complete the questions that follow.

1. Mr. Todd runs the Motor Inn at Beaver Falls. Usually, when people start work for him they earn \$7.85 an hour. After 3 months, if they do a good job, Mr. Todd gives them a 7% raise. How much of a raise is this in dollars and cents? (Round up to the nearest penny)

2. After 3 months, how much would Mr. Todd’s workers make per hour?

3. Mr. Todd employs 57 people at the Motor Inn. Sixty-five percent of them are women. How many women does Mr. Todd employ?

4. Mr. Todd doesn't like to have his employees resign. He figures it costs him money to train new employees. Below is a chart showing the percentage of resignations Mr. Todd has had for the past 5 years. Assuming his usual staff total is 68 people, figure out how many people resigned each year. Round your answers to the nearest whole number.

Year	Percent	Number of People
1999	5%	
1998	7%	
1997	11%	
1996	15%	
1995	2%	

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. How should an individual resign from a job?

2. What should an individual do if they are presented with a counter offer?

3. List 4 tips to follow during an exit interview.

4. When should a letter of resignation be written?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. How should an individual resign from a job?
 - Orally with a letter of resignation

2. What should an individual do if they are presented with a counter offer?
 - It is probably not best to change your mind.

3. List 4 tips to follow doing an exit interview.
 - Avoid making personal attacks
 - Offer only constructive criticism
 - Leave a good impression
 - Be professional

4. When should a letter of resignation be written?
 - When you have a written commitment from your new employer
 - After all employment test results are reviewed

ANSWER KEY
READING ACTIVITY

PART I

1. Larry quit his job at the Motor Inn because he
 - a. **x** wanted to make more money.
 - b. had a fight with Mr. Todd.
 - c. decided to go back to school.

2. When he worked at the Motor Inn, Larry
 - a. was a “Gofer”.
 - b. cleaned rooms.
 - c. **x** was doing construction work.

3. Mr. Todd may not hire Larry back because
 - a. he doesn’t need anyone right now.
 - b. **x** Larry quit without giving notice.
 - c. he doesn’t like Larry.

PART II

Lines are drawn to match the words with their meanings.

employee	————	worker
employer		quit work
resign		boss

PART III

Larry went back to the Motor Inn in Beaver Falls. He went to see if he could get his old job back. He used to work there as a busboy. He had to do all sorts of chores. He was paid only \$4.85 an hour.

Larry wanted to make more money than that. He quit his job at the Motor Inn. This would have been OK. But he didn't tell his boss he was leaving. He just left. For a while the boss didn't have enough people. He had to help the waitresses himself.

Larry found a construction job. He made more money and was able to put a lot into a savings account. But when bad weather came, he got laid off.

He went back to see if Mr. Todd would take him back. Larry was afraid Mr. Todd would still be mad about the way he quit his job.

PART IV

					1.				
					T				
			3.	4.	H		5.		
2.	s	u	p	e	r	v	l	s	o
			a	e			N		e
6.	s		y	a			K		f
	c		p	l					e
	h		e		8.	j	O	b	
9.	S	o	r	r	y	10.			e
			i		g	11.	C	h	a
			o		o				c
			d		o				
					d		12.	w	e
								e	k
								s	

ANSWER KEY
MATH ACTIVITY

1. \$.55 raise
2. \$8.40/hour after raise
3. About 37
4. 1999 – 3
1998 – 5
1997 – 7
1996 – 10
1995 – 1